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A SURVEY OF THE ATTITUDES AND OPINIONS OF YAKIMA
ELEMENTARY EDUCATORS TOWARD TELEVISION
AS AN AID TO INSTRUCTION

A Thesis
Presented to
the Faculty of the School of Education
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Bill Jay Ranniger
June 1955

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This thesis is submitted in partial fulfillment of the
requirements for the degree of Master of
Education in the Graduate School
of the Central Washington
College of Education

GRADUATE COMMITTEE

Dr. Donald J. Murphy, Chairman

Dr. E. E. Samuelson

Dr. Alexander H. Howard, Jr.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

"... I believe that at the end of this period of trial and error, educational television will emerge as one of the most effective teaching tools since the printed book and that it will become an integral part of our educational system."¹

"Unless the amount of time children spend before the television screen in the average television owning home is drastically reduced, we may rapidly become a nation of non-readers."²

These statements bring into sharp focus two conflicting views toward television. Yet these two statements are representative of a conflict which exists today in the minds of most persons concerned with this business of education. Teachers everywhere are becoming more aware of the hold which this new medium has on their pupils. Television is becoming a part of their classrooms and a part of their lives.

Commercial television's impact on the American scene is being followed by another movement. Using the same medium but entirely different means and objectives, educational television is fast forming its destiny in the

¹W. R. G. Baker, as quoted in Educational Television News, National Citizens Committee for Educational Television, Washington, D. C., November 15, 1954, p. 2.

²C. J. Dentleman, "Dangers of Education by Television", American School Board Journal, 123:23, December, 1951.

instructional world. But, unlike the first wave of commercial television, teachers are going to have a very definite role to play in the success or failure in this new tool for instruction. Much of educational television is designed for use in the classroom and it is in the classroom that the destiny of educational television will be decided.

Leveson indicates the importance of teachers in this respect when he says,

"What about the teachers? They are part of our audience. They're the ones who voluntarily decide to use your program, if you have a democratic operation. If you haven't, they will ruin your program anyhow. If you force them to take a program, all a teacher has to do is look bored at the front of the room or mark papers while the broadcast is on and the youngsters will sense that. No script writer is good enough, in my judgement, to overcome that. You must 'sell' the teachers too, or maybe first, so that the youngsters will get maximum benefit from television."³

In New Jersey it was found that educational television was more successful when, "The teachers decided what they wanted taught and how they wanted it taught."⁴ They also found that, "Like any other teaching aid, it can be misused, but with proper consideration given to the

³William B. Leveson, "Television for Children in Classroom", Lincoln Lodge Seminar on Educational Television, National Association of Educational Broadcasters, Urbana, Illinois, 1953, p. 56.

⁴W. H. King, "New Jersey Has Learned How Educational TV Works", Nation's Schools, 53:90, June, 1954.

programs originating over the educational stations and with cooperative planning on the part of the teachers and administrators, television has a potential for education that few other teaching aids can equal."⁵

In many ways, then, the attitudes of educators toward television will affect its success as an aid to instruction. Educational television will depend on teachers as instructors and for resource material. Teachers with poor attitudes will make poor instructors and meager contributors of time and effort. And, educational television will depend for its existence on teachers who will use it properly and make it profitable for students. Murray supports this when he says, "Experience has shown that in many cases a variety of excellent instructional materials is available to classroom teachers, but the indifference or opposition of the teachers to the use of the materials has resulted in restricted use of them."⁶

It would appear that if any educational television operation is going to be a success it must have the support of the educators of the community which it is going to

⁵Ibid., p. 92.

⁶Charles Merrill Murray, A Survey of the Attitudes and Opinions Toward Television of a Selected Group of Elementary Educators, Doctor's Thesis, University of Indiana, June, 1953, p. 3.

serve. Educational television is growing by leaps and bounds throughout the nation and will surely reach Yakima, Washington in the near future. A recent Associated Press⁷ dispatch outlined objectives of educational television in the State of Washington and mentioned as a part of their plan an educational television relay station at Yakima. Yakima has already reserved an educational television channel through the Federal Communications Commission. An even more pertinent possibility than a separate educational television station in Yakima is the chance that limited educational broadcasting may be carried on over the commercial station now operating in the Yakima area. Many school systems throughout the country are taking advantage of the free time granted by commercial stations as a public service. The "Iowa TV Schoolltime", whose kinescope recordings are an integral part of this study, is a good example of this practice.

Educational television in the near future is a very definite possibility in Yakima. And, since teacher attitude is destined to determine the success or failure of any educational television endeavor, it seems wise to consider this factor from the very beginning. This study is devoted to an analysis of this factor.

⁷News item in the Ellensburg (Washington) Daily Record, Associated Press Dispatch, November 12, 1954, p. 1.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to determine the reactions of Yakima elementary educators toward television as an aid to instruction. This shall be determined relative to (1) the attitude of those educators toward educational television in general and (2) the opinions of those educators relative to how television may best be used as an instrument of classroom instruction.

Importance of the study. It is the feeling of the author that this study shall be important for two main reasons. These reasons were inferred previously but a clear statement at this point shall give direction to the study.

1. The attitudes of teachers and administrators will to a large part determine the success of any planned program of educational television.

2. The present status of educational television all over the United States indicates that educational television is becoming rapidly accepted as an instrument of instruction. The city of Yakima has reserved an educational television channel and has one commercial station now in operation. Either of these facts may serve as a starting point for educational television in Yakima.

Limits and scope. The following are recognized

as limitations of the study:

1. The kinescope recordings shown to the educators prior to administration of the questionnaire may or may not be representative of educational television. The relative worth of the kinescope recordings may tend to weight the study in either a favorable or unfavorable direction.

2. At the present time there is only one commercial television channel in operation in Yakima. There have been no attempts at educational television. This limited viewing may not give educators an opportunity to gain a valid impression of television in all its potentialities.

3. The attitudes of individuals change. The attitudes of the educators surveyed may be different at any time in the future.

4. Because of the relative novelty of television some educators may tend to assume a rather cautious attitude which they might not have if more familiar with this medium.

5. The questionnaire is not standardized. It should not be assumed that the results of this survey may be interpreted as representative of the attitudes of any group other than the one surveyed.

6. Television for classroom instruction is only

one of the several uses and purposes of educational television.

7. This study surveys only the elementary educators of Yakima. Teachers at other levels may have entirely different attitudes and opinions.

II. DEFINITIONS OF TERMS USED

Elementary educators. For purposes of this study, elementary educators shall include principals of Yakima elementary schools and teachers of grades one through six.

Television as an aid to instruction. Those television programs which are designed for in-school viewing by organized classes of pupils. These programs are designed to supplement the course of instruction which is used at any given grade level.

Attitudes. All port defines attitude as "A mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."⁸ For purposes of this study this definition will be accepted.

Opinions. The judgements which the educators

⁸As quoted in Encyclopedia of Educational Research, Walter S. Monroe, editor. New York, The MacMillan Company, 1950, p. 77.

display in answer to specific questions in the questionnaire.

III. SUMMARY

Educational television is a very real possibility in the city of Yakima. If any educational television operation is going to be successful it must have the cooperation and support of the teachers. All teachers will have attitudes toward television which will affect their reaction to any television endeavors aimed at classroom instruction. This study is designed to survey the attitudes and opinions of Yakima elementary educators, with the purpose that it may aid any future educational television projects in Yakima. The investigator recognizes several limitations to the study.

CHAPTER II

REVIEW OF THE LITERATURE

Because of the relative newness of television to the instructional world, there is a noticeable absence of scientific research data related to the subject under discussion. To the best knowledge of this investigator there have been only three studies done which were designed to survey teacher attitude toward educational television. Two of these are unpublished doctoral dissertations. They will be discussed in detail under a separate heading in this chapter.

In contrast to the lack of related research there is a veritable deluge of periodical literature expressing the opinions of educators toward educational television. This fact is no doubt good indication of the impact of television and the way that it has already had its effect on the classroom. Some insight into the attitudes of Yakima teachers may be gained by a review of the attitudes of educators in general. A section of this chapter will summarize the viewpoints expressed in this type of literature.

I. LITERATURE BASED ON RESEARCH

Research designed to survey teacher attitude

toward educational television. Murray surveyed the attitudes and opinions of elementary educators in five Indiana cities using a questionnaire and attitude scale. His purposes were twofold, "(1) to determine the opinions of elementary school educators regarding television programs they are now seeing and (2) to determine the attitudes of the educators toward the educational value of television for elementary school children."¹

Using a five point scale with twenty-six items to be rated, Murray found that the educators rated television as an aid to instruction at an average of 3.7, with 3.0 being considered as the dividing point between favorableness and unfavorableness.² This would indicate that the educators were moderately favorable toward television.

Murray draws the following conclusions from the findings of this study with 264 educators reporting:

1. Educators have the same desire to own television sets that other middle class Americans appear to have, but many seem to be guided by practical reasons in not purchasing a set at the present time.

¹Charles Merrill Murray, "A Survey of the Attitudes and Opinions Toward Television of a Selected Group of Elementary Educators", Unpublished Doctor's thesis, University of Indiana, June, 1953, p. 5.

²Ibid., p. 137

2. Educators have a very wide range of interests in the number and kinds of television programs they watch.

3. There is a rather close relationship between the kinds of programs educators like to see and the kinds they would like for children to see.

4. There is evidence to indicate that some educators have a tendency to criticize types of programs without much information to form a basis for such criticism. However, it seems apparent that most educators who own television sets are familiar with many specific programs of all types and base their judgements upon a relatively thorough knowledge of the programs.

5. Most of the television programs educators consider desirable for elementary school children are of the informational type.

6. There is general concern among educators over the social, emotional, and physical effects of television on children. They are concerned with the physical effects of television as they relate to children's school work, but their greatest concern is for the social and emotional effects of television.

7. Leaders in education, boards of education, and superintendents of schools in Indiana would find most teachers and administrators willing to participate in planning for the establishment of educational TV stations in Indiana.

8. The types of television programs that elementary educators would prefer for educational TV stations to broadcast are very closely related to the kinds of things children study in the elementary school. There is even a very close relationship between the per cent of broadcast time the educators would like to have devoted to those types of programs and the per cent of time being devoted to such matters in the school curriculum each day.

9. There is little relationship between what elementary school teachers are doing in providing guidance for children in the selection, utilization, and evaluation of television programs and what they think they should be doing in that respect.

10. Educators who are unfamiliar with television are considerably more uncertain of their ability to help children evaluate television programs than are those who are familiar with TV.

11. In addition to recognizing a need for familiarizing themselves more with television, elementary school educators also recognize a need for pre-service and in-service training in the use of television in education.

12. In general, elementary school educators have favorable attitudes toward television.

13. Attitudes of elementary school educators toward television are not affected greatly by the number of years of teaching experience or by the number of hours spent in viewing television.

14. It is likely that the use of television in elementary schools would receive equal support from administrators and teachers, since there is little difference in their attitudes toward TV.

15. The comparative newness of television and the unfamiliarity of many educators with it may in a large measure be responsible for their cautious attitude toward its use as an instructional aid.³

Byrnes and Smith compiled a list of fifty-three commercial television programs and five educational television programs and asked the educators in the area of Syracuse, New York to rate them on a six point scale relative to the programs' worth as a classroom aid. The 817 teachers and administrators reporting scored the programs so that the educational programs ranked second, third, fifth, sixth, and twelfth in the list. The five programs were offered during after-school hours, yet

³Ibid, pp. 161-163.

thirty per cent of the teachers stated that they had used the programs as a classroom aid.⁴

Byrnes and Smith conclude that, "Attitudes toward television as an educational tool were, on the whole, constructive and optimistic. Ninety-two per cent of the teachers thought that TV had rich possibilities for educational and entertainment purposes for all or some of the time."⁵ It is also significant to note that, "Many of the teachers requested advance information about the programs which would enable them to plan pre-program as well as follow-up activities."⁶

Helmick showed four thirty minute educational programs in the Greater Cincinnati Television Area, to be viewed by selected teachers and administrators in fourteen schools. Helmick then surveyed the attitudes and opinions of the educators toward television with a questionnaire and Likert type attitude scale.⁷ The following findings are reported:

⁴J. L. Byrnes and J. A. Smith, "Television In the Classroom; County Survey", Elementary School Journal, 54:409-410, March, 1954.

⁵Ibid., p. 410.

⁶Ibid., p. 411.

⁷Russel E. Helmick, "Television in High Schools", American School Board Journal, 123:21-22, December, 1951.

1. The educators agree that television will receive high acceptance as a public relations medium. They see in television an opportunity for building a closer relationship with the taxpaying public. About two-thirds of the educators are willing to have certain school activities, primarily inter-scholastic athletic events, to be televised.

2. When asked whether they believed that television would be more widely used in the high school as an educational tool than radio, 60 per cent of the educators agreed, 21 per cent thought not, and 18 per cent expressed no opinion. The administrators, English teachers, and teachers of ten or more years of experience did not agree to such a great extreme.

3. The educators thought that television would not be used more widely than film projection as an educational tool. Here 61 per cent thought it would not, 20 per cent thought it would, and 17 per cent had no opinion. Teachers of business, home economics, industrial arts, and art felt that the immediacy of television made it preferable to films.

4. Eighty-two per cent of the educators were favorable to placing television sets in schools, "Assuming that teachers attain skill in using television as an instructional aid." Thirteen per cent were not in favor, while five per cent did not express a preference.

5. Educators generally were willing to change the class schedule to facilitate the use of television programs. Mathematics and English teachers were less willing to change than teachers of music, social science, science, physical education, and business.

6. Sixty per cent of the respondents expressed willingness to assist in the planning of television programs for school use, if given an opportunity, 30 per cent were unwilling, and 10 per cent gave no answer.⁸

⁸Russel E. Helmick, "A Survey of Educators Attitudes and Opinions Toward Television, Unpublished Doctor's thesis, University of Cincinnati, 1951, p. 110, cited by Charles Merrill Murray, "A Survey of the Attitudes and Opinions Toward Television of a Selected Group of Elementary Educators", Unpublished Doctor's thesis, University of Indiana, June 1953, pp. 32-33.

Helmick summarizes his findings by stating, "A general summarization of educator reaction to basic questions forming the study reveals that 92 per cent of those questioned feel that there is a place in the educational program for television programs designed for school use. The evidence in the study indicated that educators have a generally favorable attitude toward the use of TV as an educational tool, but that programs dealing with the current topics would be of the greatest value as a supplementary aid".⁹

II. LITERATURE BASED ON OPINION

Literature expressing attitudes and opinions of educators in general. As was previously stated, some insight into the attitudes of Yakima elementary educators may be gained through a study of various authors and educators who express opinions on television as a tool of instruction. Surely, the attitudes of teachers are affected by the professional books and journals which they read, by the effects of television on children as the teacher sees their actions in the classroom, and by what the teachers themselves see on television. In all probability the attitudes and opinions of Yakima teachers

⁹Russel E. Helmick, "Television in High Schools", American School Board Journal, 123:21, December 1951.

will be conditioned to a large degree by these factors.

Marx summarizes the main arguments against television when he says that television cuts into the home study time of students, reduces the amount of time that they spend in free reading, and viewing is a passive and inactive pastime which reduces the amount of time spent on hobbies and sports. He also states that the poor quality of programs on commercial television may cause undesirable reactions on the part of younger children.¹⁰

He also feels, however, that television can broaden the experience of children and make them more understanding of the world, and can bring many things into the classroom which will have an enriching influence.¹¹

Several authors have attempted to list the many possibilities of television as an aid to instruction. A very complete list has been produced by Levenson and Stasheff. They state:

Summed up then, broadcasting can help in the following ways:

1. Broadcasting is timely.
2. Broadcasting conquers space.
3. Broadcasting can give pupils a sense of participation.
4. Broadcasting can be an emotional force in the creation of desirable attitudes.

¹⁰Herbert L. Marx, "TV - Enemy of Education?" in Television and Radio in American Life, Edited by Herbert L. Marx, H. W. Wilson Company, New York, 1953, pp. 143-145.

¹¹Ibid., pp. 145-147

5. Broadcasting can add authority.
6. Broadcasting can integrate the learners experiences.
7. Broadcasting can challenge dogmatic teaching.
8. Broadcasting can be used to develop discrimination.
9. Broadcasting can help in continuous curriculum revision.
10. Broadcasting can "up-grade" teaching skills.
11. Broadcasting can interpret the schools to the community.
12. Broadcasting offers closer observation of individual children.
13. Sound is helpful in teaching.
14. Broadcasting offers a service to handicapped children.
15. Television can teach skills.¹²

Dale supports these claims and adds one other which is a direct contradiction to one of the prime criticisms of television. He offers the idea that television can actually aid in reading instruction saying, "Remember, too, that one of the reasons why people don't read certain materials is that they lack the concrete experience, the vocabulary, the background. Television can improve reading by supplying this rich background of concrete experience, can help build a live working vocabulary as varied as life itself. But teachers and librarians will have to be on their toes to take advantage of this situation and to meet this new challenge."¹³

¹²William B. Levenson and Edward Stasheff, Teaching Through Radio and Television, New York, Rinehart and Company, Inc., 1952, p. 22.

¹³Edgar Dale, "Television and Education" in The Audio-Visual Reader, Edited by James S. Kinder and Dean F. McClusky, Dubuque, Iowa, Wm. C. Brown Company, 1954, p. 156.

Finn reviewed the research on the effectiveness of television used as a means of instruction and concluded that television is an effective means of instruction, learners like to receive instruction by television, and that television instruction is remembered by those who experience it.¹⁴

The Educational Television Programs Institute summarizes the main advantages of television with this statement:

It has been mentioned that the outstanding teacher in one school could provide inspiration to the students in many schools. The distinguished visitor could have an opportunity to talk to all the students in the educational system. Scientific experiments and demonstrations in one large, well-equipped laboratory could be presented to the students in schools lacking such laboratory facilities. Kinescopes of outstanding educational telecasts and films could be televised under certain circumstances to reach all students more conveniently and cheaply than if shown separately in individual schools.¹⁵

Despite what the relative advantages or disadvantages of television might be, several authors feel that educators have a responsibility to take some action in the field. Cooley feels that "Technological tools are intrinsically neither good nor evil. The manner in which they

¹⁴James D. Finn, "Television and Education: A Review of Research", in The Audio-Visual Reader, Edited by James S. Kinder and Dean F. McClusky, Dubuque, Iowa, Wm. C. Brown Company, 1954, p. 343.

¹⁵Educational Television Programs Institute, Pennsylvania State College, Television in Education, Washington, D. C., American Council on Education, 1952, p. 9.

are used determines their value."¹⁶ Teachers have an obligation to do their part to make television a boon to society rather than a detriment.

Van Bortel says, "If we genuinely believe that the interests to which we devote ourselves are more constructive and worth-while than the program materials that currently dominate TV, we have an obligation to do something about it."¹⁷

The Washington D. C. schools felt that they were literally "pushed" into television teaching by the fact that fifty-six per cent of their elementary children had television in their own homes and thirty-five per cent of the others watched programs in the homes of neighbors. They found that "Children were spending nearly as much time before the electronic blackboard at home as they were before the conventional one at school."¹⁸

The Federal Communications Commission recognized the educational possibilities of television and at the same time added to the obligation of educators on April 14, 1952 when it announced that 242 television channels

¹⁶Hazel Cooley, Vision in Television, New York, Channel Press, 1952, p. 25.

¹⁷Van Bortel, "Is Television an Academic Responsibility?", American Association of University Professors Bulletin, 39:264, June 1953.

¹⁸Carl F. Hansen, "Washington is Sold on TV Teaching", The School Executive, June 1954, p. 50.

were being reserved for "non-commercial purposes". Conrad feels that, "This means education. And, since these channels are to be operated - if at all - on a non-profit basis and without commercial sponsorship, it means that a great new public responsibility has been created which no one in the educational world can ignore."¹⁹

Disregarding the relative merits of television and its potentialities or harmful effects on the members of our society, educators have an obligation to recognize and use it in the schools. The extent to which this will be done, however, still depends on the individual teacher and his attitudes toward the medium.

Literature related to the effects of television on students as visible in the classroom. From the very beginning, television had a special appeal and fascination for the young. Xavier University conducted a study of 998 children and found that these children spent an average of 29.5 hours per week watching television.²⁰ Children cannot possibly spend this much time at a single activity without carrying the influence of that activity with them into the classroom.

¹⁹L. H. Conrad, "Should Schools Use Television?", The School Executive, 72:23, August, 1953.

²⁰Of Children and Television", A pamphlet, Report of Research Conducted by Xavier University, Cincinnati, Ohio, 1951.

McCoy believes that television furnishes common experiences for pre-school children and says that, "Today small children have, from the instant of first meeting, common interests and experiences to share and build upon."²¹

In Salt Lake City, Utah, Daisy B. Gessleman matched thirty pairs of third grade children according to sex, mental ability, and socio-economic status. Intelligence and reading test scores were then compared to determine if television were having an adverse effect on reading. Such factors as alertness, adjustment, and imagination were considered to see if television affected reading comprehension, that non-television children maintained a slightly earlier bedtime, and that non-television children did slightly better all-around school work.²²

Gessleman also found that the problems most often discussed in relation to television and children were discipline and social problems. She cautions, however, that problems of this type existed long before television²³

²¹E. P. McCoy, "Education for TV or TV for Education?", Educational Screen, 33:439, September, 1954.

²²Daisy B. Gessleman, "Television and Reading", The Education Digest, XVII: 43-45, January, 1952.

²³Ibid.

Witty, in a survey of research relating to television and students found that teachers generally associate minor problems with television. These problems may include nervousness, drowsiness, disinterest, and decline of wholesome recreation. As might be expected, an excessive amount of television viewing is generally associated with a slight decrease in grades.²⁴

Witty also mentions that television actually seems to help students in some subjects but warns that it may be a hindrance in subjects requiring application, memorizing and reasoning.²⁵

Literature related to what the teacher views on commercial television. It is probable that of the factors discussed which may affect teacher attitude toward television as a tool for instruction, what the teacher views on commercial television may have the greatest influence on their attitudes. This is true for at least two reasons. First, in many cases and in many communities commercial television is the only type being broadcast. and, though educational television is infinitely different from commercial television, as will be shown later, teachers

²⁴Paul A. Witty, "Television and the High School Student", Education, 72:242-251, December, 1951.

²⁵Ibid.

may tend to associate the two because they use the same medium.

Second, though teachers were at first slow to accept television into their own homes, evidence indicates that more and more educators are viewing television. Witty, in a study of the televiewing habits of teachers, parents, and pupils, found that in 1951 the educators studied spent an average of nine hours per week watching television, in 1952 they spent eleven hours per week, and in 1953 they averaged twelve hours per week.²⁶

That teachers have been slow to accept television both in their homes and in schools is supported by Brumbaugh. She says, "Over ten million TV sets are in use at the present time, but relatively few teachers own them. Because they have not enjoyed the programs that they have seen, they have ignored the fact, when planning their classroom activities, that children do like them very much. Their dislike for comic magazines did not stem the tide, nor will their dislike for puppet shows or sponsored programs hold back television. An ally

²⁶Paul A. Witty, "Televiewing by Pupils, Parents, and Teachers", 1950-1953", School and Society, 79:150, May 15, 1954.

can be found by using some phases of the presentations."²⁷ It is obvious that teachers, and anyone else for that matter, will not approve of everything they see on television. But, what they do see will most certainly affect their attitudes.

Dentleman, in an attempt to analyze the types of programs sent over commercial television channels in New York conducted a marathon survey of the seven stations then in operation by having observers watch seven television sets for seven straight days.²⁸ The results were rather startling:

No broadcast was made of serious music during the entire week. No time was given to American history, economics, architecture, sculptor, or child care. On weekdays, commercials took up 30% or more of the day's telecast. So called children's programs got 12% of the time, but bore no relation in many cases to child needs. News was on 5% (including sports news and typed news bulletins). Religious programs received less than 1% and public affairs got just 1%. The rest of the time was taken up chiefly with grade "Z" movie and variety shows. In many programs, violence of every kind was dramatized.²⁹

²⁷Florence Brumbaugh, "What Young Viewers Are Interested in Reading", in The Audio-Visual Reader, Edited by James S. Kinder and Dean F. McClusky, Dubuque, Iowa, Wm. C. Brown Company, 1954, p. 190.

²⁸C. J. Dentleman, "Dangers of Education by Television", American School Board Journal, 123:23, December, 1951.

There are, of course, programs on commercial television which are both entertaining and educational but the average type of program is of a substandard nature.

Commercial and educational television, however, are worlds apart. Steetle finds that commercial and educational television stations aim at two entirely different audiences. For its existence the commercial station must concentrate on a large audience while the educational station aims at specific audiences of various sizes, offering programs which appeal to different groups at different times.³⁰ McCoy finds that commercial stations are primarily entertainment mediums while the educational station must have educational objectives.³¹ These educational objectives must not be sacrificed for entertainment or educational television will lose its purpose.

III. SUMMARY

In general, the literature and research on the attitudes of educators toward television as a tool of instruction is favorable. Three research projects have been cited, the results of which indicate that educators

³⁰R. Steetle, "TV Programming, Educations' New Frontier", Educational Record, 35:234, July, 1954.

³¹E. P. McCoy, "Education for TV or TV for Education?", Educational Screen, 33:280, September, 1954.

may be willing to accept television into their classrooms. Several authors have been quoted who see various possibilities in television as an educational medium.

The teacher may see, however, some aspects of the situation which are not so favorable toward television. To be sure, some authors denounce television vociferously. Students will often bring the ill effects of excessive television viewing into the classroom, and the teacher will see commercial television programming which may cause him to regard all television with an attitude of reserve.

There is particular disagreement between authors relative to the effect of television on reading. Some see television as a new stimulus to reading and a source of common experiences for all students. Others feel that television will reduce the amount of reading done by students.

It may be expected that these factors will have a definite effect on the results of this study.

CHAPTER III

METHODS AND TECHNIQUES

Basically, the plan of the research was to show a kinescope recording of an educational television program to groups of Yakima elementary educators and to then survey the educators' reactions to educational television using a combined questionnaire and attitude scale. The development and completion of this plan involved several aspects which can best be discussed under separate headings.

The kinescope recordings. Since there is no educational television station in the Yakima area and no educational television programs have been produced for use in classroom instruction, it was believed that the educators to be surveyed needed some basis on which to judge educational television. It is true that they would probably have a preconceived notion toward television as a whole, and that this notion might in some way affect their reaction toward educational television. However, as was previously mentioned, educational television is different from commercial television.

The investigator felt that if the educators were shown a kinescope recording of an actual educational television program it might serve to give them a clearer idea

of some of the possibilities and pitfalls of educational television. It was hoped that this procedure would make the results of the survey a little more realistic and might arouse the interest of the educators and thus evoke better cooperation in completion of a questionnaire.

Obtaining the kinescope recordings turned out to be one of the most difficult problems encountered. The author sent several letters to prospective sources requesting the use of kinescope recordings of varied subject matter and on an elementary level. Copies of the letters and the answers received are recorded in the Appendix.

All replies to the request were negative with the exception of a request to the State University of Iowa which was made through the author's thesis advisor, Dr. Donald J. Murphy. The Iowa University Television Laboratory sent four kinescope recordings; (1) "Stuttering from the Horses' Mouth", a twenty minute program explaining the problem of stuttering, (2) "Indian Arts in the Americas", a twenty-five minute program telling about the art of different groups of Indians in North and South America, (3) "Julian Dubuque", a twenty-five minute program of Iowa State history, and (4) "Open Wider, Please", a thirty minute program on dental hygiene.

The program "Stuttering from the Horses' Mouth"

was deemed to be useless for this survey because it was not prepared on the elementary level. The other three programs seemed to be of equal merit for purposes of the survey but "Open Wider, Please" was the only one for which a lesson plan was available. It was felt that the educators would be able to make a more realistic interpretation if they could read a copy of the material which was used in conjunction with classroom use of the program. For this reason "Open Wider, Please" was chosen for use in the research. A brief synopsis of the program is in Appendix A.

It must be noted that in requesting the kinescope recordings from Iowa University only general areas of subject matter were requested. There was no control over the relative merit of the programs.

Development of the attitude scale and questionnaire.

It was hoped that through the use of a combined questionnaire and attitude scale some measure of the general reaction of elementary educators toward educational television as an instrument of classroom instruction could be determined. At the same time the investigator desired to gather information regarding their reaction to specific problem areas. These problem areas included; whether or not teachers would cooperate in preparing programs and units of work for educational television, whether or not

teachers would be receptive toward television in their classrooms, what subject matter areas the teachers would desire to have used on educational television, how long the programs should be, how much time should be allowed for introduction and follow-up activities in the classroom, how the teachers felt parents and other citizens of the community would react to educational television in Yakima, and what the teachers felt should be the responsibility of supervisors and administrators in the development of educational television programs for classroom use.

Those problem areas which would lend themselves well to statement in an attitude scale were then written out as statements which would be favorable toward educational television. The remaining problem areas were placed in the questionnaire in the form of open end or multiple choice questions.

Each statement of the attitude scale was then carefully scrutinized by the author and his thesis advisor to eliminate any poorly stated or ambiguous statements. Several of the statements were re-worded.

This attitude scale was then presented to a Central Washington College of Education class in Social Psychology (Psychology 107), under the supervision of

Mr. Eldon Jacobson. The twelve upper division students in the class were asked to rate the statements of the attitude scale from one to nine, indicating the degree of favorableness or unfavorableness of the statement toward educational television. The ten statements of this original attitude scale were designed to be favorable toward educational television but it was felt that this informal opinionnaire would ascertain the degree of their favorableness.

The results of this informal opinionnaire indicated that all of the statements were favorable toward educational television but one (Number Eight) seemed to border on uncertainty. It read, "To use educational television programs of this type, I would need to have a written program preview for use in classroom preparation." It was decided to remove this statement from the attitude scale and place it in the questionnaire on a "Yes" or "No" basis. To maintain ten items in the attitude scale the statement "Educational television would be well received by the citizens of Yakima" was substituted.

Table I gives a tabulation of the results of this informal opinionnaire.

TABLE I

RATINGS OF EACH ITEM OF THE ORIGINAL ATTITUDE SCALE BY
 TWELVE UPPER DIVISION STUDENTS RELATIVE TO
 THE DEGREE OF FAVORABLENESS OF EACH
 STATEMENT TOWARD EDUCATIONAL
 TELEVISION

Statement Number	Numerical ratings								
	Favorable					Unfavorable			
	1	2	3	4	5	6	7	8	9
1	3	9							
2	3	5	3	1					
3	1	6	3	2					
4	3	7	1	1					
5	3	6	2	1					
6	1	7	0	3	1				
7	6	5	1						
8	0	3	4	4	0	1			
9	2	8	0	1	1				
10	2	5	3	1	0	1			

The pilot study. After the final form of the questionnaire was developed it was deemed advisable for the total plan of the research to be tested before the actual research project was undertaken. In order to find in advance any problems or faults which might arise the author desired to "try out" the total plan in the form of a pilot study.

In a personal interview the author requested and received the cooperation of the Superintendent of Schools, Ellensburg, Washington, and was referred to the principal of the Lincoln Elementary School. This principal arranged for the investigator to undertake the pilot study in conjunction with a building faculty meeting. A total of twenty-one elementary educators participated.

The kinescope recording was shown and the questionnaire was administered in a manner that followed the plan of the thesis. The teachers were asked to complete all of the blanks of the attitude scale and questionnaire and to make any comments or suggestions which might aid in making the research more understandable to other groups of teachers.

After analyzing the comments of the educators and computing the results of their answers to the attitude scale, the investigator arrived at several conclusions

which would facilitate the administering of the research:

1. Since several of the educators failed to complete all of the blanks in the questionnaire, it was felt that there was a need to urge other groups to be careful to complete all blanks whether or not they seemed applicable.
2. Some of the educators did not have an opportunity to read the first two pages of the questionnaire prior to the showing of the kinescope. It was concluded that the educators should be specifically urged to do this and that they be given ample time.
3. It was deemed necessary to explain to future groups that the purpose of showing the kinescope was to give them an idea of the type of program which could be shown for classroom use over educational television. It was also necessary to explain that this program was an actual recording of a live educational television program.
4. The pilot study indicated a necessity to explain that the program being shown just happened to be on dental hygiene and that it could have been on almost any other topic.

The investigator computed the results of the pilot study survey as a matter of interest and to determine if any problems were likely to arise in future computations. There was no visible difficulty shown here. The results of the pilot study are shown in Table II and Table III.

TABLE II
 AVERAGE RATING OF INDIVIDUAL ITEMS ON THE
 ATTITUDE SCALE RESULTING FROM THE
 PILOT STUDY

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	2	1	1	6	1	5	5	0	2	2
(2) Agree	12	8	9	12	6	10	13	10	6	13
(3) Uncertain	4	7	10	2	9	5	3	11	13	6
(4) Disagree	0	3	0	1	4	1	0	0	0	0
(5) Strongly Disagree	3	2	1	0	1	0	0	0	0	0
	2.52	2.86	2.57	1.90	2.90	2.33	1.90	2.52	2.52	2.19

TABLE III
 AVERAGE RATING OF ALL STATEMENTS OF
 THE ATTITUDE SCALE BY THE PILOT
 STUDY GROUP

Favorable toward Educational TV				Unfavorable toward Educational TV	
1	2	X	3	4	5
Average reaction-2.42			<u>Uncertain</u>		

The thesis research. After receiving confirmation of shipment of the kinescope recordings from Iowa University, the investigator contacted the Superintendent of Schools, Yakima, Washington (who had previously offered his cooperation) to arrange the times and places for the showing of the kinescope. Time limitations and travel limitations prevented the investigator from showing the kinescope at each individual elementary school in Yakima School District Number Seven. For this reason it was decided to show the kinescope recording at three of the larger elementary schools in different sections of Yakima and invite the neighboring schools to attend showings at the most convenient school.

The Yakima Superintendent of Schools offered to publicize the scheduled showings and encourage the teachers of his district to attend through his staff bulletin. His message to the staff is recorded in Appendix J.

This plan of action proved to be moderately successful since seventy-three of the one hundred and fifty-nine elementary educators participated in the study. The educators were extremely cooperative in filling out the questionnaires and interest in the kinescope recording was evidenced. The seventy-three educators participating seemed to be a group which was representative of all elementary educators of Yakima since the group had a good

distribution of many types of elementary educators, as is shown in Table IV, page 41.

SUMMARY

The research was designed to survey the attitudes and opinions of Yakima elementary educators toward educational television as a tool of classroom instruction. A kinescope recording of a live educational television program was shown to groups of elementary educators and their attitudes and opinions were gathered through the use of an attitude scale and questionnaire. The attitude scale and questionnaire were designed to find the answers to specific questions or problem areas.

Before beginning the actual research in Yakima a pilot study was completed in the Lincoln Elementary School, Ellensburg, Washington. The pilot study revealed several points which needed to be stressed in the actual research.

The thesis research was completed in three showings of the kinescope recording with seventy-three elementary educators participating. The participating educators evidenced interest in the project and were cooperative in every respect.

CHAPTER IV

RESULTS

The reactions of the seventy-three elementary educators participating in the study were analyzed in relation to several factors. The completed attitude scales and questionnaires were considered in terms of the whole group, grade level taught, sex, number of years of teaching experience, and possession or non-possession of a television set. This was done in an attempt to determine if there were any noticeable variation in the attitudes or opinions of different groups of the educators.

In the attitude scale a rating of strongly agree had a value of one, a rating of agree had a value of two, a rating of uncertain had a value of three, a rating of disagree had a value of four, and a rating of strongly disagree had a value of five. At the two extremes an average rating of one is considered very favorable toward educational television and an average rating of five is considered very unfavorable. An average rating of three, then is uncertainty.

All computations with these figures were carried out to the nearest one-hundredth and most of the tables in this chapter include the number of persons who marked

each item of the attitude scale and what rating they gave that item. It was felt that in many instances it would be of value to future educational television endeavors in Yakima to have specific numbers available.

The educators participating in the study were cooperative and interested. However, in a few instances some blanks of the questionnaire were not completed. This will account for some difference in the number of educators participating on certain items.

It is regretable too, that only two administrators participated in the study. Because of this the administrators were not considered as a separate group in the tabulations but were included in the whole group wherever applicable.

A breakdown of the statistical information on the elementary educators participating is given in Table IV. It is noteworthy that a large majority of the educators participating were females and that only thirty-seven per cent of the educators had television sets in their homes.

TABLE IV
 BREAKDOWN OF STATISTICAL INFORMATION ON
 ELEMENTARY EDUCATORS PARTICIPATING
 IN THE STUDY

General Classification	Breakdown	Number Participating
Years of Teaching Experience	1 to 5	16
	6 to 20	33
	Over 20	24
Grade Level Taught	Primary	37
	Intermediate	34
	Administrators	2
Television Possession	Have Television	27
	No Television	46
Sex	Female	60
	Male	13
Total Participating		73

RESULTS OF THE ATTITUDE SCALE

Reaction of all elementary educators to the attitude scale. The elementary educators participating in the study rated the ten items of the attitude scale at an average of 2.14. With a rating of one considered to be very favorable toward educational television and five considered to be very unfavorable, the midpoint, or point of uncertainty would be three. The average rating of the Yakima elementary educators would indicate that they were receptive toward television as a tool of classroom instruction.

In their ratings of items four and six, which related to how the educators would use television in their classrooms, the educators indicated that they felt that educational television programs would be used wisely and well in Yakima. Item one, pertaining to the relative value of television as an aid to classroom instruction, received the most favorable rating of the ten items with a rating of 1.64. In giving item two a rating of 1.77, the educators indicated that they felt that educational television programs could quite easily be correlated with the elementary school program. The educators also indicated that they felt that the observation of master teachers presenting lessons on television would aid them in improving their own teaching skills by giving item seven

an average rating of 1.71.

The educators rated the two related items, concerning willingness to help develop educational television programs, at an average of 2.36 and 2.64, respectively. This might indicate that they felt that teachers would be cooperative but somewhat reserved about helping with the work in developing educational television programs.

Items eight and nine, which pertained to how receptive parents and citizens of Yakima would be to educational television, were rated at an average of 2.18 and 2.38, respectively. This seems to indicate that the educators felt that educational television would be well received by these groups but that the parents would be somewhat more receptive than the average citizen.

Item five, which asked the educators if they could present a lesson for educational television, received the lowest rating of the ten items. The rating of 2.74 would indicate that many elementary educators are uncertain as to whether or not they could present a lesson over educational television. However, six educators strongly agreed that they could present a lesson for educational television and twenty-six agreed that they could. There are, then, several educators in Yakima, who consider themselves willing and able to present lessons for educational television.

TABLE V
 AVERAGE RATING OF THE INDIVIDUAL ITEMS ON THE
 ATTITUDE SCALE BY ALL ELEMENTARY
 EDUCATORS PARTICIPATING IN
 THE STUDY

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	28	25	5	15	6	19	26	12	7	3
(2) Agree	43	41	33	45	26	36	43	36	32	28
(3) Uncertain	2	6	31	11	27	14	3	26	33	34
(4) Disagree	0	1	3	2	9	4	1	0	1	8
(5) Strongly Disagree	0	0	1	0	5	0	0	0	0	0
Average Rating	1.64	1.77	2.36	1.89	2.74	2.04	1.71	2.18	2.38	2.64

Reactions of primary and intermediate teachers to the attitude scale. The thirty-seven primary teachers participating in the study rated the attitude scale items at an average of 2.11, while the thirty-four intermediate educators rated the items at an average of 2.21. While there is little difference between these two figures, the two groups did vary somewhat in their ratings of item three, which relates to whether or not teachers would help develop educational television programs.

In their rating of item three, the primary teachers indicated that they felt, more than the intermediate teachers, that classroom teachers would be willing to help develop educational television programs. Tables VI and VII give the ratings of the two groups on all items of the attitude scale.

TABLE VI
 AVERAGE RATING OF THE INDIVIDUAL ITEMS ON THE
 ATTITUDE SCALE BY PRIMARY EDUCATORS
 PARTICIPATING IN THE STUDY

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	15	13	4	11	3	11	14	7	4	1
(2) Agree	22	19	19	21	9	19	20	16	21	13
(3) Uncertain	0	5	14	5	17	6	2	14	12	20
(4) Disagree	0	0	0	0	6	1	1	0	0	3
(5) Strongly Disagree	0	0	0	0	2	0	0	0	0	0
Average Rating	1.59	1.77	2.27	1.79	2.86	1.92	1.73	2.19	2.22	2.68

TABLE VII

AVERAGE RATING OF THE INDIVIDUAL ITEMS ON THE
ATTITUDE SCALE BY INTERMEDIATE EDUCATORS
PARTICIPATING IN THE STUDY

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	12	11	1	4	3	8	12	5	3	2
(2) Agree	20	21	13	23	15	17	21	18	10	13
(3) Uncertain	2	1	16	5	9	7	1	11	20	14
(4) Disagree	0	1	3	2	4	2	0	0	1	5
(5) Strongly Disagree	0	0	1	0	3	0	0	0	0	0
Average Rating	1.71	1.76	2.71	2.15	2.68	2.09	1.68	2.18	2.56	2.65

Reactions of the educators to the attitude scale grouped by number of years of teaching experience. To facilitate computations the educators were divided into three groups. Sixteen educators had from one to five years of teaching experience, thirty-three had from six to twenty, and twenty-four had over twenty. The three groups showed little variation when they rated all of the items of the attitude scale at averages of 2.19, 2.08, and 2.16, respectively. The groups did vary considerably in their rating of individual items, however. The rating of each group on each item of the attitude scale is given in Table VIII.

The group with least teaching experience was not as sure as the other groups that the programs could be easily correlated with the elementary school program, as is indicated by their rating of item two. Nor were they as sure that teachers would use the programs appropriately, as is indicated by their rating of item six. They also question more than the other groups whether or not parents would favor educational television for the classroom, since their rating of item nine borders on uncertainty.

The three groups showed a definite trend in items three and ten, which related to whether or not teachers would help develop educational television programs. The

teachers with more experience indicated a progressive doubt that teachers would be willing to work in this capacity. Though all ratings were favorable toward the items, the group with most experience bordered on uncertainty in both items.

TABLE VIII

AVERAGE RATING OF THE INDIVIDUAL ITEMS OF THE
ATTITUDE SCALE BY NUMBER OF YEARS OF
TEACHING EXPERIENCE

Item Number	Years of Teaching Experience		
	1 to 5	6 to 20	Over 20
1	1.75	1.64	1.58
2	2.19	1.64	1.67
3	2.00	2.36	2.54
4	1.94	2.03	2.00
5	2.63	2.64	2.96
6	2.44	1.94	1.88
7	1.88	1.67	1.67
8	2.25	2.03	2.38
9	2.75	2.30	2.25
10	2.06	2.52	2.75
Over-all Average	2.19	2.08	2.16

Reactions of the educators grouped by whether or not they have a television set in the home. The reaction of the educators who do not have television sets was almost identical to that of the educators who have television sets in their homes. The first group rated the attitude scale items at an average of 2.16 while the group with television sets rated the items at an average of 2.17.

In their ratings of individual items the two groups showed a noticeable variation on only one item. In their rating of item five the non-television group indicated that they were considerably more hesitant to present a lesson for educational television than the group which had a television set in the home. Tables IX and X give the average ratings of the educators on all items of the attitude scale.

TABLE IX

AVERAGE RATING OF THE INDIVIDUAL ITEMS ON THE
ATTITUDE SCALE BY EDUCATORS PARTICIPATING
IN THE STUDY WHO DO NOT HAVE A TELE-
VISION SET IN THE HOME

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	19	18	3	11	5	15	18	6	4	2
(2) Agree	25	26	23	28	10	18	27	25	17	17
(3) Uncertain	2	2	17	6	21	10	0	16	24	20
(4) Disagree	0	0	2	1	5	3	1	0	0	7
(5) Strongly Disagree	0	0	1	0	5	0	0	0	0	0
Average Rating	1.63	1.65	2.46	1.94	2.89	2.02	1.65	2.26	2.39	2.69

TABLE X
 AVERAGE RATING OF THE INDIVIDUAL ITEMS ON THE
 ATTITUDE SCALE BY EDUCATORS PARTICIPATING
 IN THE STUDY WHO HAVE A TELEVISION SET
 IN THE HOME

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	9	7	2	4	1	4	8	6	3	1
(2) Agree	18	15	10	17	16	18	16	11	14	11
(3) Uncertain	0	4	13	5	6	4	3	10	9	14
(4) Disagree	0	1	2	1	4	1	0	0	1	1
(5) Strongly Disagree	0	0	0	0	0	0	0	0	0	0
Average Rating	1.67	1.96	2.56	2.11	2.48	2.07	1.81	2.15	2.30	2.56

Reactions of the educators to the attitude scale divided by sex. The female educators rated the attitude scale items at an average of 2.13 while the male group rated the items at an average of 2.15. Though these two figures are nearly identical, the two groups did differ somewhat in their rating of individual items. This may be accounted for in part by the fact that only thirteen male educators participated in the study. This would tend to lower the reliability of their average reactions. The average ratings of the groups of individual items of the attitude scale are given in Tables XI and XII.

A comparison of the average ratings of item five seems to indicate that the male educators are more sure than the female educators of their ability to present a lesson for educational television. It is interesting to note, however that no males strongly agreed with the statement while six of the females strongly agreed that they could perform this task.

In items three and ten, which ask if teachers would be willing to help develop programs, the male group indicated that they were not very sure that teachers would be willing to help develop a series of programs but were somewhat more sure that primary and intermediate teachers would work together on the project. The female educators took an opposite view of the two items.

TABLE XI
 AVERAGE RATING OF THE INDIVIDUAL ITEMS OF THE
 ATTITUDE SCALE BY FEMALE ELEMENTARY
 EDUCATORS PARTICIPATING IN
 THE STUDY

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	23	21	5	13	6	17	21	10	7	2
(2) Agree	36	33	33	37	17	30	35	26	27	21
(3) Uncertain	1	5	23	8	24	11	3	24	25	29
(4) Disagree	0	1	2	2	8	2	1	0	1	8
(5) Strongly Disagree	0	0	1	0	5	0	0	0	0	0
Average Rating	1.63	1.77	2.28	1.85	2.82	1.97	1.73	2.23	2.33	2.72

TABLE XII

AVERAGE RATING OF THE INDIVIDUAL ITEMS ON THE
ATTITUDE SCALE BY MALE ELEMENTARY EDUCATORS
PARTICIPATING IN THE STUDY

Statement Value	Statement Number									
	1	2	3	4	5	6	7	8	9	10
(1) Strongly Agree	5	4	0	2	0	2	5	2	0	1
(2) Agree	7	8	5	8	9	6	8	10	5	7
(3) Uncertain	1	1	7	3	3	3	0	1	8	5
(4) Disagree	0	0	1	0	1	2	0	0	0	0
(5) Strongly Disagree	0	0	0	0	0	0	0	0	0	0
Average Rating	1.69	1.77	2.69	2.08	2.38	2.38	1.62	1.92	2.62	2.31

RESULTS OF THE QUESTIONNAIRE

Program preferences of the educators. Considering the group as a whole, the educators expressed a strong preference for educational television programs in science and health and safety. The ratings of the group were given a numerical value for purposes of scoring. Science received 227 points while health and safety scored 194 points. Next in order of preference was geography with 107 points. Closely following was history with ninety-nine and music with ninety-seven. A tabulation of the points for each subject is given in Table XIII.

For purposes of scoring the program preferences of the educators, they were divided into groups of primary and intermediate teachers. The thirty primary teachers participating ranked science and health and safety first and second respectively with music and art as third and fourth choices. A tabulation of the program preferences of the primary teachers is given in Table XIV.

The thirty-three intermediate teachers participating scored science, and health and safety first and second, but gave the two social studies, geography and history, their third and fourth choices. A tabulation of the scoring of the intermediate teachers is shown in Table XV.

All groups of the educators were in agreement in scoring handwriting and spelling at the bottom of the list.

Several of the educators mentioned specific program topics which they would like to have shown on educational television. The following program topics were mentioned:

- Plant Growth
- Magnetism
- Weather
- Change of Seasons
- Art Techniques
- Selecting Proper Shoes
- Safety for Pedestrians
- Concert Music and Rhythms
- Children of Other Lands
- Posture: Sitting, Standing, and Walking
- Art Form
- Trips to Parts of Our Valley
- Map Study
- Reading for Slow Learners
- Periods of Ancient History Dramatized
- Fractions
- Electricity
- Geographic Symbols Explained
- Time Line in History, 3000 B. C. to 1500 A. D.
- Basketball Fundamentals

TABLE XIII
PROGRAM PREFERENCES OF ALL ELEMENTARY
EDUCATORS PARTICIPATING IN THE
STUDY

Program Type	Total Points Scored by the Educators		
	Primary	Intermediate	All
Science	111	116	227
Health & Safety	104	90	194
Arithmetic	10	16	26
Handwriting	7	5	12
Spelling	0	4	4
Physical Education	17	16	33
Reading	38	13	51
Language	12	10	22
Music	50	47	97
Art	42	39	81
History	36	63	99
Geography	33	74	107

NOTE: Total points were obtained by multiplying first choices by five, second choices by four, third choices by three, fourth choices by two, and fifth choices by one.

TABLE XIV
PROGRAM PREFERENCES OF THE THIRTY PRIMARY
EDUCATORS PARTICIPATING IN THE
STUDY

Program Type	Choice					Total Points
	1st	2nd	3rd	4th	5th	
Science	15	4	4	3	2	111
Health & Safety	9	8	5	5	2	104
Arithmetic	0	0	3	0	1	10
Handwriting	0	0	1	2	0	7
Spelling	0	0	0	0	0	0
Physical Education	0	3	0	1	3	17
Reading	5	1	2	1	1	38
Language	0	1	0	3	2	12
Music	2	4	5	1	7	50
Art	0	6	2	4	4	42
History	0	2	5	6	1	36
Geography	1	2	2	4	6	33

NOTE: Total points were obtained by multiplying first choices by five, second choices by four, third choices by three, fourth choices by two, and fifth choices by one.

TABLE XV
PROGRAM PREFERENCES OF THE THIRTY-THREE
INTERMEDIATE EDUCATORS PARTICIPATING
IN THE STUDY

Program Type	Choice					Total Points
	1st	2nd	3rd	4th	5th	
Science	14	5	6	4	0	116
Health & Safety	7	7	5	3	6	90
Arithmetic	1	2	0	1	1	16
Handwriting	0	1	0	0	1	5
Spelling	0	0	0	0	4	4
Physical Education	0	1	3	1	1	16
Reading	1	1	1	0	1	13
Language	0	0	2	1	2	10
Music	1	3	6	4	4	47
Art	2	1	2	8	3	39
History	1	7	3	8	5	63
Geography	6	4	5	4	5	74

NOTE: Total points were obtained by multiplying first choices by five, second choices by four, third choices by three, fourth choices by two, and fifth choices by one.

Desired length of programs and time needed for introduction and follow-up of an educational television program. The educators felt that they would need an average of twelve minutes for introduction of an educational television program and that they would use an average of fourteen minutes for follow-up activities. The questionnaire did not make provision to determine whether or not educational television programs would be used to culminate or introduce units of classroom study. It must be assumed that this will be an important function of any educational television program.

The educators did express a whole-hearted desire to have written previews of the programs. Sixty-six of the educators stated that they would need program previews while five stated that they would not.

The kinescope recording shown to the educators was thirty minutes long. The educators felt that this was too long since they felt that the ideal program would be an average of fifteen minutes in length. The primary educators ideal program was fourteen minutes long while the intermediate educators desired programs seventeen minutes long. A tabulation of the scoring of the educators on desired program length is given in Table XVI.

TABLE XVI
 DESIRED LENGTH IN TIME OF EDUCATIONAL
 TELEVISION PROGRAMS AS EXPRESSED
 BY THE ELEMENTARY EDUCATORS
 PARTICIPATING

Grade Level	Minutes in Length					Average Length Desired
	10	15	20	25	30	
Primary	4	12	19	0	0	14 Minutes
Intermediate	0	10	19	2	3	17 Minutes
All Educators	4	22	38	2	3	15 Minutes

Functions of administrators and supervisors. Many of the educators declined to comment on the functions of administrators and supervisors in future educational television endeavors in Yakima. Fifty of the educators did express an opinion on this question. Many of the comments stated that the administrators and supervisors should act as consultants and advisors, should provide leadership and guidance, promote interest in the programs, and should supply materials. Others felt that administrators and supervisors should become familiar with educational television as used in other cities, should select and preview programs, and should work to correlate and coordinate the programs with curriculum needs.

Several of the educators felt that the supervisors should put on some programs. One person stated, "With their experience they could present wonderful programs for others". Another felt that they should contact master teachers to put on the programs.

Two of the educators felt that administrators and supervisors should help select programs for educational television but "Should not have the final decision" nor "enforce the use of the programs".

Two others presented a community minded outlook when they stated, "They should be consulted as to subject matter fitting this community" and they should "Help the public understand the aims of educational television and provide an opportunity for them to observe the programs".

SUMMARY

The over-all reaction of the elementary educators participating in the study was favorable toward the use of educational television as an aid to classroom instruction. On a five point scale with one being considered as very favorable and five as very unfavorable, the educators scored an average of 2.14 on the attitude scale.

The educators indicated that they would favor educational television programs in science and health and safety, that programs should be approximately fifteen

minutes in length, and that they would use approximately twelve minutes for introduction of a program and fourteen minutes for follow-up.

The educators mentioned several functions of administrators and supervisors in future Yakima educational television endeavors.

CHAPTER V

SUMMARY AND CONCLUSIONS

The research was designed to survey the attitudes and opinions of elementary educators of Yakima, Washington, toward the use of educational television as an aid to classroom instruction.

A review of the literature related to the subject revealed that very little scientific research had been done on this subject. Three research projects were cited, however, and the literature on these projects indicated that educators were favorable toward the use of television in the classroom. Several authors were quoted who noted possibilities of television in the classroom.

The literature also revealed that there are factors which may adversely affect the attitudes of educators toward educational television. Some authors were concerned about the social effects of undesirable types of programs on commercial television and others were concerned about the effect of television viewing on the reading habits of children.

For purposes of this study, the investigator designed an attitude scale and questionnaire to use in

conjunction with a kinescope recording of a live educational television program from the "Guideposts" series of the Iowa Television Schoolltime. The kinescope recording was shown to three groups of Yakima elementary educators, totaling seventy-three educators, for the purpose of briefly introducing them to an example of an educational television program. The educators were then asked to complete the attitude scale and questionnaire on the basis of their own personal opinions.

A computation of the results of the survey showed that the elementary educators surveyed were favorable toward the use of educational television as an aid to classroom instruction. Different groupings of the educators supported this attitude consistantly, though the groups differed somewhat in their reactions to specific items of the attitude scale. In their comments and answers in the questionnaire the educators expressed a preference for science programs and programs in health and safety. They also commented on the functions of administrators and supervisors, and recommended the desired length of programs and the amount of time needed for introduction and follow-up activities in their classrooms. The educators expressed a wholehearted desire for written previews of educational television programs.

Conclusions. Several conclusions may be drawn from the results of this study:

1. Educational television programs would be well received in the majority of elementary school classrooms of Yakima.
2. Elementary school teachers of Yakima would use educational television programs wisely and well in their classrooms. They would correlate the programs with their own classroom curriculum and would use the programs as an aid to instruction rather than a substitute for instruction. The large majority of teachers would use only those programs which were applicable to their own classroom situations.
3. Yakima elementary school teachers felt that they might improve their own teaching skills through the observation of master teachers presenting lessons on educational television.
4. The person responsible for educational television programming in Yakima would find teachers cooperative but somewhat reserved about helping develop programs and series of programs. Primary teachers and teachers with from one to five years of teaching experience would be most cooperative.
5. Provision should be made for distribution to teachers and administrators of program previews in advance

of showing of educational television programs.

6. Yakima teachers feel that parents and citizens of Yakima would look on an educational television endeavor in Yakima with favor.

7. Many teachers are uncertain about their ability to present lessons for educational television. However, there are sufficient numbers of teachers who are confident of their ability to perform this task to get the movement started. Some teachers who are now uncertain about their ability might become more confident when more familiar with the medium. The teachers who now have television sets in their homes are more sure of their ability than those who do not have a television set.

8. In planning future educational television programs for classroom use in Yakima, the persons responsible for selection of program topics will find elementary school educators most interested in programs pertaining to science or health and safety. Primary teachers will also be interested in programs pertaining to music and art. Intermediate educators will be interested in having programs in geography and history prepared for viewing by their classrooms. Such programs should "fit" into the Yakima elementary school curriculum.

9. Educational television programs designed for classroom use in the elementary schools of Yakima should

be approximately fifteen minutes long. Programs designed for the intermediate grades might be slightly longer.

10. Programs should be scheduled to avoid school intermissions and closing time by at least twelve minutes to allow adequate time for classes to engage in introduction and follow-up activities.

11. Administrators and supervisors should assume a position of cooperative and advisory leadership in future educational television endeavors in Yakima. They should recommend program topics, work with teachers in the development of programs, and furnish materials for programs. In some cases they may present programs over educational television and in other cases they may contact master teachers to present programs.

12. Administrators and supervisors will need to work with teachers in correlating and coordinating educational television programs with school schedules and the elementary school curriculum.

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APPENDIX

APPENDIX A

SYNOPSIS OF KINESCOPE RECORDING "OPEN WIDER PLEASE"

This program is presented in the form of a panel discussion. The moderator is a Mrs. Kemp of the State University of Iowa. A puppet, who is supposedly a small boy, asks questions and makes comments throughout the program. Three dentists from the State University of Iowa School of Dentistry are members of the panel.

The dentists use charts, models, pictures, and other visual aids to explain their messages. An informal atmosphere is maintained throughout the program.

The panel discusses several aspects of dental hygiene, many of them in considerable detail. Some of the main topics of discussion are:

1. How sugar in different foods may change to acids and thus cause tooth decay. Test tubes full of different amounts of sugar are used to illustrate the amount of sugar in different foods.
2. Periodic visits to the dentist for a check-up are encouraged.
3. The sequence of development of a decayed tooth is explained through the use of a chart. The children are cautioned that large cavities may cause a tooth to be lost.
4. The ill effects of losing a tooth are explained. It is pointed out that losing one tooth may impair the efficiency of all of the teeth in that side of the mouth.

5. Care of the gums is explained and pictures are shown to illustrate the effect of diseased gums.
6. A chart is used to explain the types of foods that children should eat every day.
7. The most effective way to brush the teeth is demonstrated on a model of the mouth.
8. The value of dentrifices is explained.
9. Some of the reasons for crooked teeth are explained.

APPENDIX B

A COPY OF THE LETTER REQUESTING KINESCOPE
RECORDINGS FROM THE EDUCATIONAL
TELEVISION AND RADIO CENTER

Apt. B-1, Hillcrest Apts.
Ellensburg, Washington
September 27, 1954

Educational Television and Radio Center
Ann Arbor, Michigan

Dear Sirs:

I am interested in doing a thesis study at Central Washington College of Education on the climate of teacher attitude toward educational television. In order to do this, I need to secure a few kinescope recordings of master teachers presenting lessons at an elementary level. I understand that your organization distributes materials related to educational television.

The kinescopes would be shown to small groups of elementary teachers over sound projectors to survey teacher reaction. The lessons being presented may be on any subject matter.

Please send me a list of any kinescope recordings which would be available for this purpose and any information pertinent to securing them on a loan basis.

Very truly yours,

Bill J. Ranniger

APPENDIX C

A COPY OF THE ANSWER FROM THE EDUCATIONAL
TELEVISION AND RADIO CENTER

1610 Washtenaw Avenue
Ann Arbor, Michigan
October 1, 1954

Mr. Bill J. Ranniger
Apartment B-1, Hillcrest Apartments
Ellensburg, Washington

Dear Mr. Ranniger:

I am sorry to report that our organization does not distribute program materials for purposes such as you have in mind. Under terms of our charter, we are pretty much limited to servicing educational television stations themselves.

I am enclosing a brief leaflet which explains the general nature and purposes of our organization. I am sorry that we cannot be of greater assistance to you.

Sincerely,

Lyle M. Nelson
Assistant to the President

LMN:efp
Enclosure

APPENDIX D

A COPY OF THE LETTER REQUESTING KINESCOPE
RECORDINGS FROM THE IOWA JOINT
COMMITTEE ON EDUCATIONAL
TELEVISION

Apt. B-1, Hillcrest Apts.
Ellensburg, Washington
September 27, 1954

Iowa Joint Committee on Educational Television
c/o WOI-TV
Ames, Iowa

Dear Sirs:

I am interested in doing a thesis study at Central Washington College of Education on the climate of teacher attitude toward educational television. It is my understanding that your organization distributes materials related to educational television.

To complete this study I need to secure a few kinescope recordings of master teachers presenting lessons at an elementary level. The recordings will be shown to small groups of elementary teachers over sound projectors to survey their reaction. The lessons being presented may be on any subject matter.

Please send me a list of any kinescope recordings which would be available for this purpose and any information pertinent to securing them on a loan basis.

Very truly yours

Bill J. Ranniger

APPENDIX E

A COPY OF THE ANSWER FROM IOWA STATE
COLLEGE

Ames, Iowa
September 22, 1954

Mr. Bill J. Ranniger
Apt. B-1, Hillcrest Apts.
Ellensburg, Washington

Dear Mr. Ranniger:

We are happy to have the information concerning your plans to study teacher attitude toward educational television.

Under separate cover we are sending you copies of the Study Guides used in connection with the Iowa TV Schoolttime programs. I am very sorry we are unable to furnish kinescope recordings of these programs.

Sincerely,

Merritt C. Ludwig
Asst. to the Director
WOI AM FM TV

MCL:en

APPENDIX F

A COPY OF THE LETTER REQUESTING KINESCOPE
RECORDINGS FROM THE UNIVERSITY OF
IOWA TELEVISION LABORATORY

October 25, 1954

Mr. John Ross Winnie
Chief of Television Production
State University of Iowa
Old Armory Building
Iowa City, Iowa

Dear Mr. Winnie:

Recently during a brief visit to Iowa City I was discussing with Dr. Spitzer the possibility of obtaining several kinescope recordings of the Iowa TV Schooltime Program series. Dr. Spitzer suggested that I write to you concerning this matter. Since we wish to use the kinescope recordings for purposes of educational research, (a study of teacher attitude toward educational television) Dr. Spitzer felt that they would readily be available for our use.

If it is at all possible we would like to secure a set of four different programs with accompanying aids for classroom use. Perhaps one program of Iowa State History, one of guidance, and one of health or safety would be most appropriate for our purposes. We would like to use these kinescope recordings over a period of one month, beginning November 26, 1954.

If the above request meets with your approval would you please inform me of the same. Any cost concerning the shipment and insurance of the recordings will be forwarded to you prior to shipment.

Your favorable consideration of this request will be greatly appreciated.

Very truly yours,

Donald J. Murphy

Dr. Donald J. Murphy
Central Washington College of Education
Ellensburg, Washington

APPENDIX G

A COPY OF THE ANSWER FROM THE STATE
UNIVERSITY OF IOWA

State University of Iowa
Iowa City, Iowa
November 16, 1954

Dr. Donald J. Murphy
Box 75
Central Washington College of Education
Ellensburg, Washington

Dear Dr. Murphy:

I am very sorry to have delayed so long in answering your letter, but we have had several problems here which kept me from responding prior to this time.

I am having shipped to you today 4 kinescope recordings for your use. I assume they will be there shortly after the 20th of the month. We will be most interested in what reaction there is to these films. Unfortunately we do not have available Study Guides for the programs we are sending. However, I am enclosing a Study Guide for a Series which we are doing this fall. This should give you an index of the information a teacher has prior to the program screening. The materials will come to you Express Collect, and as soon as you have finished with them we would appreciate having them sent back.

Hope that I have not delayed you too long in setting up for your session.

Sincerely,

John R. Winnie
Chief of TV Production

JRW:ms
enc. 1
AIR MAIL
SPECIAL DELIVERY

P. S. We will send the study guide to you under separate cover

APPENDIX H

A COPY OF THE LETTER REQUESTING KINESCOPE
RECORDINGS FROM THE SEATTLE
PUBLIC SCHOOLS

Box 59
Central Washington
College of Education
Ellensburg, Washington

Miss Edith Davidson
Director of Audio-Visual Aids
Administration Building
Seattle Public Schools
Seattle, Washington

Dear Miss Davidson:

I am planning to do a thesis research at Central Washington College of Education in the area of educational television. It will be a study to determine the climate of teacher attitude toward educational television in the Yakima School District. Briefly, the plan of the study is to show kinescope recordings of lessons prepared for classroom use with educational television to groups of classroom teachers and administer a questionnaire following the films. This study could serve as a guide and fore-runner for future work with educational television in Yakima.

If possible I would like to obtain three or four recordings on the elementary level presenting different types of subject matter. Possibly recordings dealing with art, music, health or social studies would be most appropriate for this purpose.

It has been suggested to me that your office, through connection with the educational television station in Seattle, may have such recordings which could be made available to me on a loan basis. All cost of shipment and insurance of the recordings would be forwarded to you prior to shipment.

If the above request meets with your approval would you please inform me of the same. Your favorable consideration will be greatly appreciated.

Very truly yours,

Bill J. Ranniger

APPENDIX I

A COPY OF THE ANSWER FROM SEATTLE
PUBLIC SCHOOLS

815 4th Avenue North
Seattle, Washington
December 13, 1954

Mr. Bill J. Ranniger
Box 59
Central Washington College
Ellensburg, Washington

Dear Mr. Ranniger:

This is a late answer to your letter concerning kinescope recordings of educational television.

At the present time there are none in our library and very few in Seattle. The educational station will not formally open until January 6. Stations KING and KOMO have made a few kinescopes of educational programs to enter in competition at the national meeting of broadcasters in Columbus, Ohio. To obtain loan of their materials write directly to the station.

The University of Iowa at Ames probably has one of the largest library of kinescopes available. You may be able to borrow or rent a few programs which will help you in your work.

I am sorry that I can give you no more help than this.

Sincerely yours,

Edith Davidson, Director
Audio-Visual Education

ED:dk

APPENDIX J

EXERPT FROM YAKIMA PUBLIC SCHOOLS STAFF
 BULLETIN ANNOUNCING DATES OF RESEARCH
 TO YAKIMA ELEMENTARY EDUCATORS

The following is quoted from Volume 8 - Number 7
 of the Yakima Public Schools Staff Bulletin, dated
 December 1, 1954:

3. EDUCATIONAL TELEVISION RESEARCH: Mr Ranniger is completing a study entitled, "A Survey of Attitudes and Opinions of Yakima Elementary Educators Toward the Use of Television as an Aid to Instruction." Would you ask your teachers to volunteer their help on this project? It will involve approximately 40 minutes of their time to review a kinescope and fill out a questionnaire. I am sure all of us appreciate the possibilities of educational television and should do everything possible to promote it. Meetings will be held as follows:

Dec. 13	Nob Hill	3:45
Dec. 14	McKinley	3:45
Dec. 15	Adams	3:45

M. L. MARTIN
 Superintendent of Schools

APPENDIX K

THE INTRODUCTORY LETTER TO TEACHERS
THE "GUIDEPOSTS" LESSON PLAN, THE
ATTITUDE SCALE, AND THE
QUESTIONNAIRE

What you are about to view on the screen is not a film in the normal use of the term, but is actually a kinescope recording of a live educational television program. The program "Open Wider Please!" was presented on the Iowa TV Schooltime series, was recorded on this film, and is being shown now through the courtesy of the University of Iowa in the interest of educational research.

Attached are a suggested lesson plan and program preview for the educational television program you are about to see, an attitude scale designed to measure your attitude toward educational television, and a questionnaire which will ask for your opinions on certain aspects of educational television. Please read the lesson plan prior to the showing of the kinescope recording.

After the showing of the kinescope recording, please complete the attitude scale and questionnaire. Answer according to your own belief and not according to what you think you should believe. Your opinions will be valuable to this study no matter how you feel about television.

Thank you very much for giving your time to this research. I also wish to express my appreciation to the school administrators whose cooperation has helped in arranging these meetings.

Very truly yours,

Bill J. Ranniger

GUIDEPOSTS

Program 6

OPEN WIDER, PLEASE!

I. Before the program:

A. Make a list of claims made for various dentifrices. Actually, what can we expect a good dentifrice to do for us?

B. Learn to identify your teeth by name.

C. Make a dental survey of the class. Find out who have all permanent (except wisdom) teeth, how many have lost permanent teeth, how many have permanent teeth filled, and how many need dental care right away.

D. Have a small committee of students visit a dentist to find out about the Council on Dental Therapeutics of the American Dental Association. They can give a class report.

II. During the program:

This program is about dental care and oral hygiene. The importance of regular check-ups and adequate daily care is emphasized. Some important data about diet and dental health will be discussed. Proper methods for brushing the teeth will be contrasted with ineffective methods. Orthodontia and its great importance will be described. Viewers will be taught "how to talk with your dentist".

III. After the program:

A. Eskimos who eat no starches or sugars usually have no dental caries (decay). After they add starches, sugars, and carbohydrates, teeth decay is very noticeable. What does this teach us about candy, sweets, soft drinks, and the like?

B. Should you wait for dental care until you have a tooth-ache? Why or why not?

C. What is malocclusion? Why is it important that it be corrected? Who does this kind of work? When should it be started?

D. Chewing aids digestion. What else does chewing do?

E. Why do many people "put off" seeing their dentists? What arguments would you use to persuade someone to make and keep dental appointment?

F. Is there any relationship between diet and dental caries?

PLEASE FILL IN THE FOLLOWING BLANKS:

Do you have a television set in your home? _____
 Grade now teaching, _____ Total number of
 years of teaching experience. _____ Sex. _____

Strongly Disagree
 Disagree
 Uncertain
 Agree
 Strongly Agree

PLEASE ENCIRCLE THE NUMBER FOLLOWING EACH STATEMENT WHICH BEST DESCRIBES YOUR FEELING ABOUT THAT STATEMENT.

- | | | | | | |
|--|---|---|---|---|---|
| 1. Programs of this type would be of value as an aid to classroom instruction. | 1 | 2 | 3 | 4 | 5 |
| 2. These programs could be easily correlated with the elementary school program. | 1 | 2 | 3 | 4 | 5 |
| 3. Most classroom teachers would be willing to help develop a series of educational television programs. | 1 | 2 | 3 | 4 | 5 |
| 4. Classroom teachers would use educational television as an aid to instruction rather than as a substitute for instruction. | 1 | 2 | 3 | 4 | 5 |
| 5. I could present a lesson for educational television in an area of my special interest. | 1 | 2 | 3 | 4 | 5 |
| 6. Teachers would use only those programs on educational television which are appropriate for their own classroom study areas. | 1 | 2 | 3 | 4 | 5 |
| 7. The observation of master teachers presenting lessons on television would aid teachers in improving their own teaching skills. | 1 | 2 | 3 | 4 | 5 |
| 8. Educational television would be well received by the citizens of Yakima. | 1 | 2 | 3 | 4 | 5 |
| 9. Parents would favor the use of educational television in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 10. Primary and intermediate teachers would be willing to work together in groups to develop units for educational television instruction. | 1 | 2 | 3 | 4 | 5 |

PLEASE COMPLETE ALL OF THE FOLLOWING BLANKS:

Educational television programs of this type would be of particular value in the following subject matter areas. (Please number from one to five, in the order of your preference.)

<input type="checkbox"/> Science	<input type="checkbox"/> Reading
<input type="checkbox"/> Health & Safety	<input type="checkbox"/> Language
<input type="checkbox"/> Arithmetic	<input type="checkbox"/> Music
<input type="checkbox"/> Handwriting	<input type="checkbox"/> Art
<input type="checkbox"/> Spelling	<input type="checkbox"/> History
<input type="checkbox"/> Physical Education	<input type="checkbox"/> Geography

Do you have any specific lessons in mind that you would like to suggest? _____

###

If Yakima were to embark on an educational television operation, in your opinion what should be the function of administrators and supervisors? _____

###

To use educational television programs of this type, I would need to have a printed program preview for use in classroom preparation for the program. (Yes) (No)

###

The kinescope recording just shown was about 30 minutes long. I feel that the ideal length for classroom use would be: (circle one)

10 minutes 15 minutes 20 minutes 25 minutes 30 minutes
35 minutes 40 minutes 45 minutes 50 minutes 55 minutes

###

To use educational television programs of this type in my classroom, I would need to allow (5) (10) (15) (20) (25) minutes for introduction of the lesson. (circle one)

###

To use educational television programs of this type in my classroom, I would need to allow (5) (10) (15) (20) (25) minutes for follow-up discussion. (circle one)

If you have any additional comments, please make them on the reverse side of this sheet.